



HILLCREST MIDDLE

P. O. Box 151
Dalzell, SC 29040

Grades	6-8 Middle School	
Enrollment	424 Students	
Principal	Robert Barth	803-499-3341
Superintendent	Randolph D. Bynum, Sr.	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Average	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

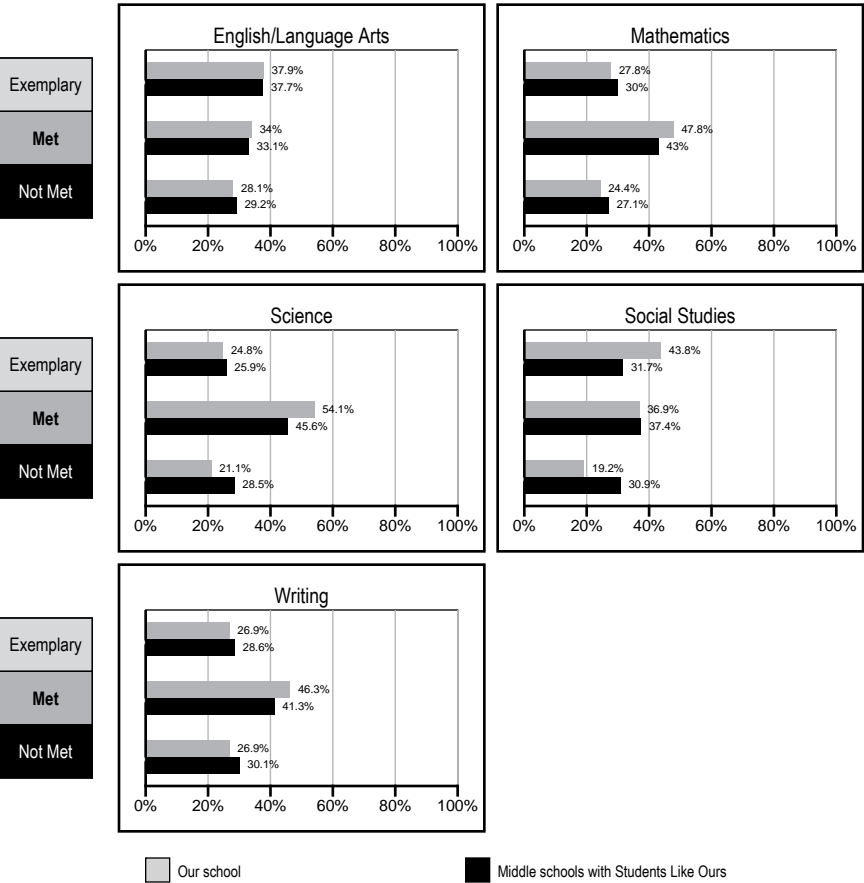
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	15	36	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.9%	98.0%
English 1	95.8%	96.6%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	73.6%
US History and the Constitution	N/A	N/A
All Subjects	96.9%	97.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=424)				
Students enrolled in high school credit courses (grades 7 & 8)	45.5%	Down from 53.7%	31.0%	24.5%
Retention rate	0.0%	Down from 0.5%	0.7%	0.7%
Attendance rate	98.1%	Up from 96.9%	96.0%	95.9%
Served by gifted and talented program	30.8%	Up from 26.9%	20.3%	17.8%
With disabilities other than speech	7.0%	Down from 16.9%	10.2%	9.2%
Older than usual for grade	0.2%	Down from 2.0%	1.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	59.3%	Up from 48.0%	61.4%	60.0%
Continuing contract teachers	66.7%	Down from 68.0%	86.6%	82.6%
Teachers returning from previous year	76.0%	Up from 69.4%	87.7%	85.6%
Teacher attendance rate	96.1%	Down from 96.5%	95.2%	95.3%
Average teacher salary*	\$42,610	Up 0.3%	\$46,607	\$46,300
Professional development days/teacher	9.0 days	Down from 11.0 days	9.6 days	9.9 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	24.6 to 1	Up from 23.4 to 1	22.5 to 1	21.5 to 1
Prime instructional time	93.9%	Up from 92.8%	90.0%	90.1%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.3%	Down from 98.8%	99.4%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,938	Up 1.9%	\$7,407	\$7,634
Percent of expenditures for instruction**	50.7%	Down from 54.8%	64.4%	64.0%
Percent of expenditures for teacher salaries**	47.5%	Down from 51.8%	62.2%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

This has been an exceptional year at Hillcrest Middle School, a school with a safe, structured, and nurturing environment that encourages excellence. Hillcrest offers a challenging, relevant, standards-driven curriculum supported by a highly effective faculty and staff. Our mission statement drives all that we do: "Believing, Achieving and Succeeding through Academics, Citizenship, and Service." Our focus is to teach the whole student.

Student achievement was addressed through designing and implementing four new courses focused on improving reading, math, science and social studies skills. Math Topics and Contemporary Literature offered students opportunities to improve their skills through a plethora of novels for reading and hands-on math activities, allowing student application of concepts to real world problems. Science Research offered students opportunities to research areas of interest and apply all areas of the curriculum to their learning. Activities included working with robotics through the Lego League and conducting a variety of scientific investigations. Political Science allowed involvement in government as well as an introduction to economics. The Youth Leadership Initiative provided an introduction to current political processes. The Office of Economic Education introduced economics and the study of how money works with students participating in the Stock Market Game.

Maintaining and increasing teacher quality was addressed by providing professional development and training based on research-supported standards. Courses offered included Assessment in the Classroom, book studies, workshop participation, and summer institutes to keep abreast of the current trends.

School climate was improved through continuing our student service learning projects, with students actively participating within the school and community. Involvement included Math-A-Thon, recycling, Relay for Life, Pennies for Patients, canned food drives and helping with our local senior citizen center.

Honors for our school community include four SC Junior Scholars, awards at the Region II Science and Engineering Fair, along with many other academic, athletic and related arts awards.

We are very proud of all the accomplishments of our students. Our belief is that education is a team effort with teachers, parents, and students working together to make our school a great place to learn and grow.

Robert Barth, Principal
 Dr. Candy Richburg, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	111	45
Percent satisfied with learning environment	94.4%	74.5%	82.9%
Percent satisfied with social and physical environment	83.3%	83.2%	72.7%
Percent satisfied with school-home relations	76.5%	85.2%	69.8%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.3%	0.0%	No
Student attendance rate	98.1%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	421	100	27.9	34.1	38	82.4	79.4	82.4	Yes	Yes
Gender										
Male	213	100	33.3	33.3	33.3	76.4	75.3	78.7	N/A	N/A
Female	208	100	22.4	34.9	42.7	88.5	83.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	194	100	16.7	32.2	51.1	90.6	85.3	88.9	Yes	Yes
African American	207	100	38.4	35.8	25.8	74.7	74.8	72.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	97.4	93	I/S	I/S
Hispanic	14	100	33.3	33.3	33.3	75	82.7	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.1	83	I/S	I/S
Disability Status										
Disabled	36	100	66.7	21.2	12.1	48.5	42.5	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	264	100	35.1	33.1	31.8	77.3	76.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	421	100	24.3	48.1	27.6	89.4	80.8	81.9	Yes	Yes
Gender										
Male	213	100	25.6	47.2	27.2	86.2	78	79.9	N/A	N/A
Female	208	100	22.9	49	28.1	92.7	83.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	194	100	13.3	47.2	39.4	95	86.3	88.9	Yes	Yes
African American	207	100	34.7	48.4	16.8	84.2	76.5	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	14	100	25	50	25	83.3	81.9	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.7	84.4	I/S	I/S
Disability Status										
Disabled	36	100	57.6	36.4	6.1	60.6	43.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	264	100	29.8	50	20.2	86.8	78.2	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	295	99.7	21	54.2	24.7	79	65.3	68.6
Gender								
Male	143	100	23.5	52.3	24.2	76.5	67.3	68.3
Female	152	99.3	18.7	56.1	25.2	81.3	63.1	68.9
Racial/Ethnic Group								
White	127	99.2	11.1	47.9	41	88.9	74.9	80.7
African American	157	100	30.6	56.9	12.5	69.4	58.4	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	68.4	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78.6	70.8
Disability Status								
Disabled	23	100	52.4	38.1	9.5	47.6	31.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	50	60.7
Socio-Economic Status								
Subsidized meals	187	100	28.8	52.9	18.2	71.2	60.4	57.3

Social Studies								
All Students	290	100	19.8	36.6	43.5	80.2	68.4	72.5
Gender								
Male	151	100	19.9	34.6	45.6	80.1	68.3	72
Female	139	100	19.8	38.9	41.3	80.2	68.6	73.1
Racial/Ethnic Group								
White	135	100	13.8	26	60.2	86.2	74.4	81
African American	139	100	25.4	46.8	27.8	74.6	64	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.2	89
Hispanic	12	100	I/S	I/S	I/S	I/S	64.4	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	81	73.5
Disability Status								
Disabled	26	100	47.8	34.8	17.4	52.2	36.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	46.7	69.7
Socio-Economic Status								
Subsidized meals	180	100	25.9	40.1	34	74.1	64.4	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	119	100	26.9	46.3	26.9	73.1	67.2	73.2	98.1	96.1
Gender										
Male	62	100	24.5	52.8	22.6	75.5	63	67.2	97.9	96
Female	57	100	29.1	40	30.9	70.9	71.7	79.4	98.2	96.3
Racial/Ethnic Group										
White	63	100	15.3	49.2	35.6	84.7	71.8	81.5	98	95.5
African American	49	100	45.5	36.4	18.2	54.5	62.7	61.3	98.2	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	97	96.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	83.3	66.7	97.7	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	60	72.2	98.1	94.5
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	17.1	26	98.1	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	65.7	99.9	97.1
Socio-Economic Status										
Subsidized meals	73	100	30.3	50	19.7	69.7	62.9	63.2	98	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	152	100	33.8	33.1	33.1	66.2
	7	124	100	18.3	39.4	42.2	81.7
	8	120	100	32.8	28.4	38.8	67.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	138	100	23.3	42.9	33.8	76.7
	7	164	100	33.6	27.4	39	66.4
	8	119	100	25.9	32.4	41.7	74.1
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	152	100	22.1	47.1	30.9	77.9
	7	124	100	25.7	52.3	22	74.3
	8	120	100	40.5	43.1	16.4	59.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	138	100	17.3	55.6	27.1	82.7
	7	164	100	32.2	34.9	32.9	67.8
	8	119	100	22.2	56.5	21.3	77.8
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	79	100	36.2	42	21.7	63.8
	7	124	100	15.6	57.8	26.6	84.4
	8	60	98.3	24.1	43.1	32.8	75.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	70	98.6	16.2	70.6	13.2	83.8
	7	164	100	24	50	26	76
	8	61	100	19.3	45.6	35.1	80.7

Abbreviations for Missing Data

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	73	100	13.4	61.2	25.4	86.6
	7	124	100	21.1	38.5	40.4	78.9
	8	60	100	24.6	38.6	36.8	75.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	68	100	16.9	52.3	30.8	83.1
	7	164	100	24	31.5	44.5	76
	8	58	100	11.8	31.4	56.9	88.2
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	153	99.4	27.9	46.4	25.7	72.1
	7	123	98.4	22.7	55.5	21.8	77.3
	8	120	99.2	20.9	52.2	27	79.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	119	100	26.9	46.3	26.9	73.1

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